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ABSTRACT

This collection is designed to assist new and experienced faculty members who are teaching in interdisciplinary settings and who want to advance the integrative learning of their students and administrators who want to encourage integrative and interdisciplinary teaching in their institutions. Following an introduction, "Laying a Foundation for Interdisciplinary Teaching" by Carolyn Haynes, the chapters in part 1, "Standard Approaches to Interdisciplinary Teaching," are: (1) "Interdisciplinary Curriculum Design and Instructional Innovation: Notes on the Social Science Program at San Francisco State University" (Stanley Bailis); (2) "Enhancing Interdisciplinarity through Team Teaching" (Jay Wentworth and James R. Davis); and (3) "Writing in Interdisciplinary Courses: Coaching Integrative Thinking" (Marcia Bundy Seabury). Part 2, "Innovative Approaches to Interdisciplinary Teaching," contains: (4) "Teaching on the Edge: Interdisciplinary Teaching in Learning Communities" (Valerie Bystrom); (5) "'Good and Ill Together': Interdisciplinary Teaching with Technology" (Robert M. Bender); and (6) "Interdisciplinarity, Diversity, and the Future of Liberal Education" (Debra Humphreys). Part 3, "Applying One Disciplinary-Based Pedagogy to Interdisciplinary Teaching," contains: (7) "Being There: Performance as Interdisciplinary Teaching Tool" (Jeff Abell); (8) "Margaret Sanger, Marie Curie, Maya Angelou, Marcel Duchamp, and Mary Belenky Teach a Women's Studies Course: A Discussion of Innovative Interdisciplinary Approaches to Feminist Pedagogy" (Nancy M. Grace); and (9) "Transforming Undergraduate Science through Interdisciplinary Inquiry" (Christopher Myers and Carolyn Haynes). Part 4, "Interdisciplinary Teaching in Different Settings or to Different Students," includes: (10) "It Takes More Than a Passport: Interdisciplinarity in Study Abroad" (George Klein); and (11) "Interdisciplinarity and the Adult/Lifelong Learning Connection: Lessons from the Classroom" (Roslyn Abt Schindler). Part 5, "Support for Interdisciplinary Teaching," contains: (12)"Academic Advising in Interdisciplinary Studies" (Virginia N. Gordon); and (13) "Transforming Interdisciplinary Teaching and Learning through Assessment" (Michael Field and Don Stowe). The conclusion is "Achieving Interdisciplinary Innovation: Leading and Learning in Community" by Faith Gabelnick. Each chapter contains references. An index is also included. (SLD)

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